

CAHSEE: Access and Equity for All

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**Presentation to
CA State Board of Education**

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Presentation Outcomes

- **Review the third largest urban school district's data- Long Beach Unified School District**
- **Examine national trends in alternative routes for graduation for general and special education students**
- **Explore systemic consequences, rigor, & comparability of the alternative routes**
- **Comment on the Department's Potential Courses of Action**

Long Beach Unified School District Demographics

District Population = 93, 000

- **49.7% Hispanic**
- **18.3% Black**
- **16.7% White**
- **2.1% Pacific Islander**
- **25.5% ELL**
- **66.6% ELL and FEP combined**
- **65.9% Free & Reduced Lunch**



Special Education Demographics

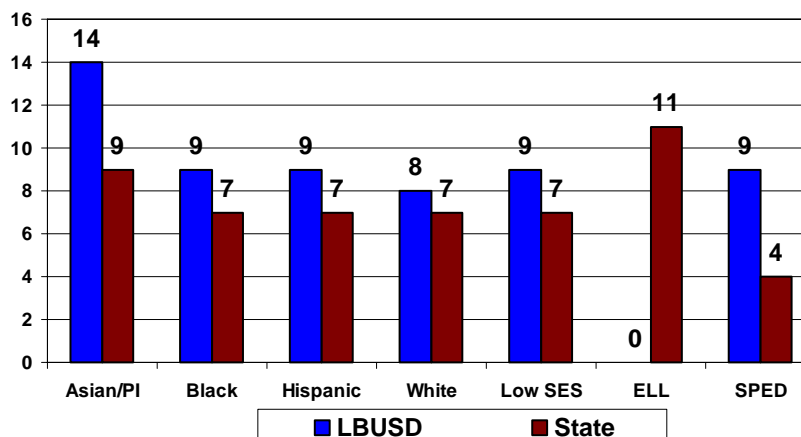
- **7.039%**
- **48% LD**
- **44% Special Education/ELL**
- **Of the 7% of student on IEPs, 54% spend 79% of the day in general education**

Growth by Subgroups for ELA

(PROFICIENT+ ADVANCED)

Subgroup	LB2003	LB2006	Growth	State03	State06	Growth
Asian/PI	38%	52%	14%	55%	64%	9%
Black	22%	31%	9%	22%	29%	7%
Hispanic	22%	31%	9%	20%	27%	7%
White	58%	66%	8%	53%	60%	7%
Low SES	22%	31%	9%	20%	27%	7%
ELL	10%	10%	0%	30%	41%	11%
SPED	7%	16%	9%	9%	13%	4%

%Subgroup Growth from 2003 to 2006 for LBUSD and State in ELA

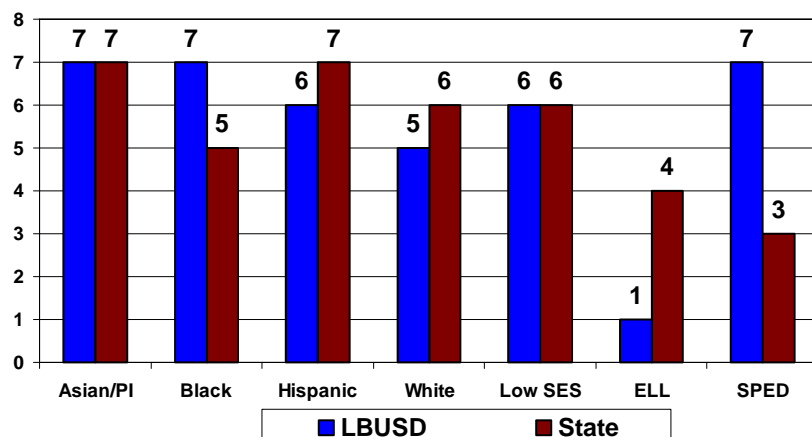


Growth by Subgroups for Math

(PROFICIENT+ ADVANCED)

Subgroup	LB2003	LB2006	Growth	State03	State06	Growth
Asian/PI	41%	48%	7%	60%	67%	7%
Black	19%	26%	7%	19%	24%	5%
Hispanic	27%	33%	6%	23%	30%	7%
White	51%	56%	5%	47%	53%	6%
Low SES	27%	33%	6%	24%	30%	6%
ELL	20%	21%	1%	20%	24%	4%
SPED	10%	17%	7%	13%	16%	3%

%Subgroup Growth from 2003 to 2006 for LBUSD and State in Math



Growth in AYP: Percent Proficient or Advanced						
		2003	2004	2005	2006	%Growth
ELA	LBUSD S.E.	13.4	14.2	15.7	18.6	39%
	District-wide	34.2	35.5	39.7	43.5	27%
	State SPED	14.0	14.7	17.0	19.6	40%
	State-Wide	36.5	37.4	41.9	44.8	23%
Math	LBUSD S.E.	15.9	16.9	18.1	20.2	27%
	District-wide	38.8	39.8	44.9	48.0	24%
	State SPED	16.1	17.2	19.8	22.4	39%
	State-Wide	38.8	40.2	45.0	48.0	24%

Interesting State Data (HumRRO)						
	% Taking Algebra			% Beyond Algebra		
	Class of 2005	Class of 2006	Class of 2007	Class of 2005	Class of 2006	Class of 2007
All Students	84.4%	85.2%	86.8%	54.6%	55.6%	59.6%
SPED Students	62.7%	65.4%	70.4%	19.5%	19.0%	24.3%

Alternative Routes to a Standard Diploma: Available for All Students?

- **Some states have a process in place (or forthcoming) for all students**
- **Some states have a process just for students with disabilities**
- **Other states have more than one process, one for students with disabilities, and another general alternative route to a standard diploma available for all students**

All Content Is Highly Changeable...

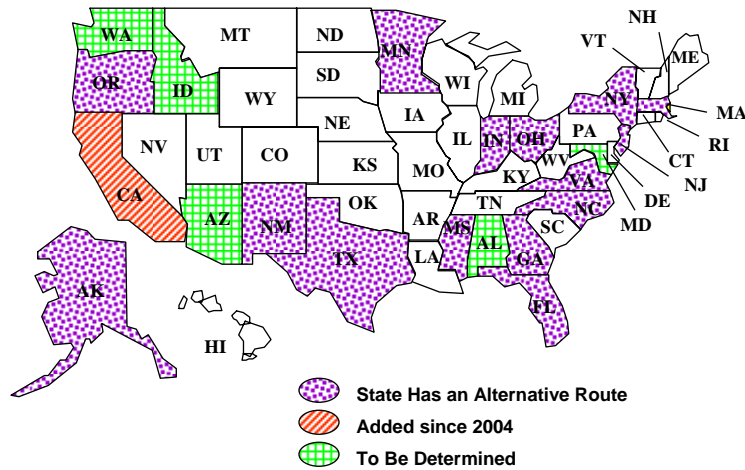
Two Sources:

"Alternative Routes to the Standard Diploma", NCEO, 2003-2004.

"State High School Exit Exams: A Challenging Year"- Center on Education Policy (CEP), 2006.

Alternative Routes to a Standard Diploma

Based on information collected in 2003/2004 (NCEO), Updated
CEP Study 2006



Alternative Methods of Demonstrating Competency – General Education Students

- Different test to demonstrate competency
- Portfolio Assessment
- Comparison with cohort
- Waiver from exam
- District may establish alternative route
- Substitute evaluation with supporting evidence

* [NCEO- Alternative Routes to the Standard Diploma, 2005](#)

Alternative Methods of Demonstrating Competency – Special Education Students

- **Different test to demonstrate competency**
- **Different curriculum**
- **Portfolio Assessment**
- **Waiver from exam**

* [**NCEO- Alternative Routes to the Standard Diploma, 2005**](#)

Who Makes the Request for Alternative Route? *

- **Students**
- **Parent or Guardians**
- **The student's teacher**
- **School personnel**
- **IEP committee**
- **District personnel**
- **In Massachusetts, anyone may request an appeal, but only the Superintendent of schools or designee may actually file an appeal.**
- **Unclear (For some states there was no information found on the Web site to indicate how the process was initiated or by whom).**

* [**Alternative Routes to the Standard Diploma, NCEO, 2005**](#)

Who Approves Request for Alternative Route? *

- Panel of three members appointed by commissioner
- State Board of Education
- State Superintendent
- Conference Committee
- MCAS Performance Appeals Board recommends to Commissioner
- IEP Team/504 Committee
- State Appeals of Substitute Evaluation Committee
- Standards, Review & Assessment (SRA) Panel
- Committee from another school
- Impartial panel of Experts
- Unclear

***Alternative Routes to the Standard Diploma, NCEO, 2005**

Systematic Consequences of the Alternative Routes:

- How many students participate in the alternative route to the standard diploma?
- Are there too many for the system to handle?
- Does the alternative route increase the graduation rate or the dropout rate of students in general or of certain subgroups of students?

What Is the Rigor of the Alternative Routes?

- Do alternative routes require less rigor than the general route to the standard diploma?**
- Does the rigor differ for students with disabilities?**

Judging Comparability

- NCEO used the following semantic identifiers: same standards, same criteria, meeting equivalent standards.**
- The following identifiers indicated non-comparability: lower, waiver, exemption, fewer tests**
- The alternative routes for all students tended to be comparable to the standard route (10 of 14), whereas those for students with disabilities tended to be non-comparable (8 of 14).**

*** NCEO- Alternative Routes, 2005**

Recommendations:

- 1. The alternative route must be based on the same beliefs and premises as the standard route to the diploma.**
- 2. The alternative route should truly be an alternative to the graduation exam, not just another test.**

Recommendations:

- 3. Procedures should be implemented to evaluate the technical adequacy of the alternative route and to track its consequences.**
- 4. The same route or routes should be available to all students.**

Recommendations for the Potential

Courses of Action

Collect accurate data on the percentage or rate of students with disabilities graduating with and without the Waiver. Allow for the aggregation and disaggregation of these data.

Pre CAHSEE Graduation rate was estimated at 56%
Post CAHSEE Graduation rate is estimated at 47.8 % but
DOES NOT include data of students who graduated with the Waiver.

Maintain the CAHSEE Waiver Process (EC60851.c)

Develop a State-endorsed Certificate of Completion

Develop a Juried Assessment

Must carefully address the conditions:

- Are students required to fail CAHSEE before they are offered this option?
- 95% attendance rate is for what grade levels? The student's entire High School career? Tenth grade?
- Specify mandatory remedial coursework
- Teacher and principal recommendations are appropriate. Caution: Can be subjective
- Decision makers at the State level

Allow Compensatory Scoring of Standard CAHSEE Form

This may help offset specific areas of deficit for some students but in the end they must meet the overall passing cut score.

Create On-Demand CAHSEE Strand Tests

Logistical nightmare for Districts to implement

Concern: The ability for CDE/contractor to replicate multiple strand tests for ELA and Math in a valid, reliable robust way to ensure they are measuring the same constructs as the CAHSEE

Develop CAHSEE Alternative Assessment

No.

Develop alternative options (for all students).

Using the CMA as a model is inappropriate as it not intended for this purpose.

Stay the course, because...

You treasure what/who you measure

The best for a few, but not for you

What gets tested, gets taught

Out of sight, out of mind